

## **8<sup>th</sup> Grade Health Curriculum**

Scope and Sequence: There are a total of seven units that make up the 8<sup>th</sup> grade health curriculum. Below is an outline of the sequence in which these units are to be taught:

- Mental, Emotional and Social Health - p. 2
- Environmental Health - p. 7
- Nutrition and Physical Activity - p. 11
- Consumer and Community Health - p. 15
- Growth, Development and Family Life - p. 19
- Prevention and Control of Disease - 24
- Injury and Personal Safety - p. 29

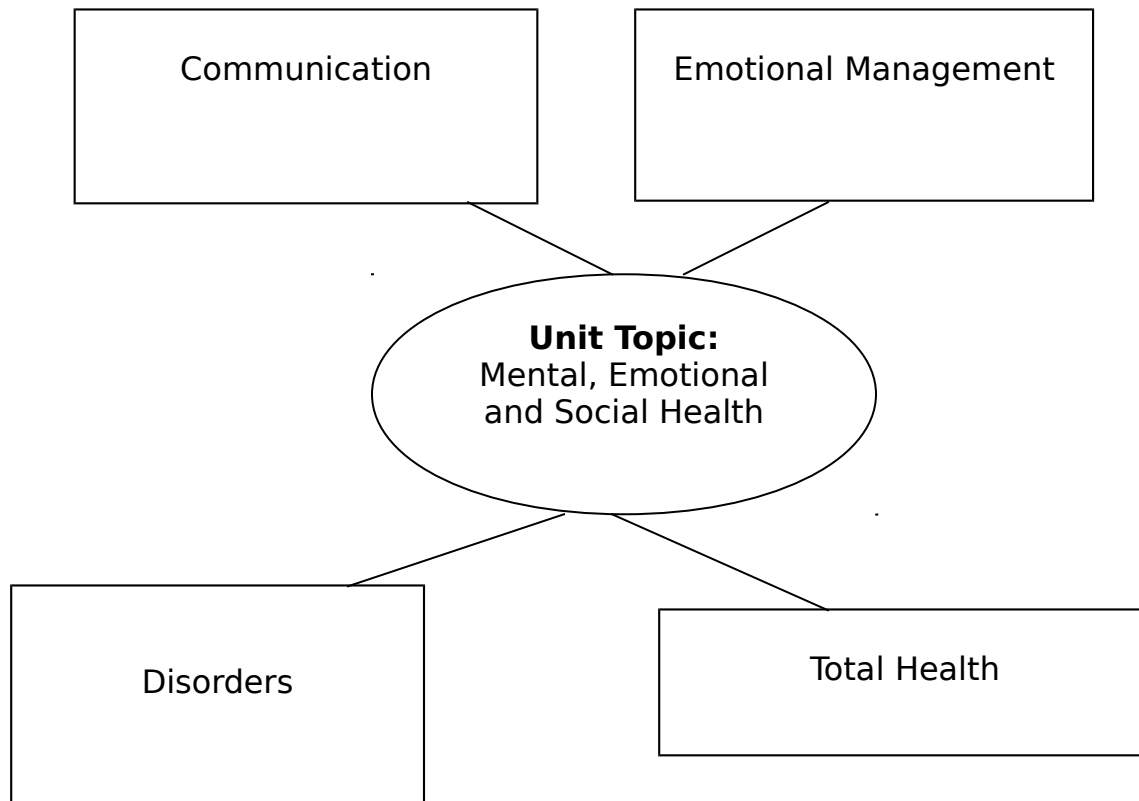
Critical Content/Concept Web

# Unit Planner

Unit Topic: Mental, Emotional and Social Health

Conceptual Lens: Management

Grade: 8



## Unit Overview

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Suggested Time Frame: 3 weeks

- Physical health
- Mental/emotional health
- Social health
- Self-esteem
- Stressors
- Eustress
- Distress
- Anger
- Anxiety Disorders
- Personality Disorders
- Mood Disorders
- Conflict Resolution
- Clinical Depression
- Eating Disorders
- The Three C's
- Self-destructive behaviors

Grade: 8 Subject: Health Unit: Mental, Emotional and Social Health Lens: Management	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> <li>1. Mental and emotional health, physical health and social health are interrelated and are a basis for wellness.</li>   <li>2. Communication and management of stress and anger in daily life can impact total health.</li>   <li>3. The recognition and management of signs and symptoms of mental/emotional disorders can impact total health.</li> </ol>	<ol style="list-style-type: none"> <li>a. How is a person affected if his/her three emotional needs are met?</li> <li>b. Not met?</li> <li>c. What factors affect a person's self esteem?</li> <li>d. How can you improve your self-concept?</li>   <li>a. What is stress and what are stressors?</li> <li>b. How does positive and negative stress affect you?</li> <li>c. How do/can you manage stress?</li> <li>d. What resources are available to help with mental or emotional needs?</li> <li>e. What is anger?</li> <li>f. What are some physical signs of anger?</li> <li>g. How can you manage anger?</li> <li>h. What is conflict resolution?</li> <li>i. How does communication enhance conflict resolution?</li> <li>j. What are ways to express emotions?</li> <li>k. Which emotions are positive and/or negative?</li> <li>l. How can you handle emotions in a healthy way?</li>   <li>a. What is an anxiety disorder?</li> <li>b. How do anxiety disorders develop?</li> <li>c. What are examples of anxiety disorders?</li> <li>d. How can an anxiety disorder affect daily life?</li> <li>e. How can anxiety disorder be treated?</li> <li>f. What is depression?</li> <li>g. What is the definition of clinical depression?</li> <li>h. What are the symptoms of depression and clinical depression?</li> <li>i. What are some causes of depression?</li> <li>j. What are some signs and symptoms of a suicidal individual?</li> <li>k. What are some causes of suicide?</li> <li>l. What <i>should you do</i> when you encounter a potentially suicidal individual?</li> <li>m. What resources are available for prevention and/or treatment of suicide?</li> </ol>

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|--|---|
|  | <ul style="list-style-type: none"><li>n. What are the recognizable signs of an eating disorder?</li><li>o. What care is available in treating eating disorders?</li></ul> |
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Grade: 8 Subject: Health Unit: Mental, Emotional and Social Health Lens: Management			
<b>Critical Content and Skills</b>		<b>AC = Assessment Code:</b> <b>Q</b> - Quizzes <b>P</b> - Prompts <b>O</b> - Observations <b>WS</b> - Work Samples <b>D</b> - Dialogues <b>SA</b> - Student Self-  <b>T</b> - Tests	
Assessment			
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> <li>1. The three sides of the health triangle and how they affect wellness. (1.1.2)</li> <li>2. Factors affecting self-esteem (i.e. sense of security, identity, belonging, purpose and competence). (1.1.2)</li> <li>3. Various emotions.</li> <li>4. The three emotional needs (love, belonging and feeling of worthwhile).</li> <li>5. Define emotional intelligence and how it can affect daily life.</li> <li>6. Ways of meeting the three emotional needs.</li> <li>7. Individual coping skills/strategies (i.e. physical activity, open communication, planning, laughter, resources). (1.1.2)</li> <li>8. The difference between positive and negative stress (eustress and distress) and how each affects one's health. (1.1.2)</li> <li>9. Resources available to help cope (family, school, community, etc.).</li> <li>10. Consequences of unmanaged stress (i.e. self-destructive behaviors). (1.1.2)</li> <li>11. The definition of anger.</li> <li>12. The physical reactions to stress and anger.</li> <li>13. Positive and negative ways of expressing emotions?</li> <li>14. Coping strategies for dealing with various emotions?</li> <li>15. Types of mental/emotional disorders (i.e. General, Phobias, PTSD, OCD, Personality, Mood, etc.)</li> <li>16. Signs and symptoms of disorders.</li> <li>17. Treatment options.</li> </ol>		<p><b>Analyzing Influences</b></p> <ol style="list-style-type: none"> <li>1. Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. 2.1.1</li> <li>2. Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.1.4</li> </ol> <p><b>Accessing Information</b></p> <ol style="list-style-type: none"> <li>3. Access valid health information from home, school, and community 3.1.2</li> <li>4. Describe situations that may require professional health services. 3.1.4</li> </ol> <p><b>Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>5. Apply effective verbal and nonverbal communication skills to enhance health. 4.1.1</li> <li>6. Demonstrate refusal and negotiation skills that avoid or reduce health risks. 4.1.2</li> <li>7. Demonstrate effective conflict management or resolution strategies. 4.1.3</li> <li>8. Demonstrate how to ask for assistance to enhance the health of self and others. 4.1.4</li> </ol>	

<p>18. The definition, causes, symptoms, and treatments of clinical depression.</p> <p>19. The definition of suicide and the signs and symptoms of suicidal intentions.</p> <p>20. Appropriate procedures to follow in a potentially suicidal situation.</p> <p>21. The definition of eating disorders and the treatments and symptoms of eating disorders.</p> <p>22. The three C's that maintain healthy relationships (communication, cooperation, compromise).</p> <p>23. Effective conflict resolution strategies.</p> <p>24. Communication rules that enhance conflict resolution</p> <p>25. What community resources are available?</p>			
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Grade: 8 Subject: Health Unit: Mental, Emotional and Social Health Lens: Management			
<b>Instructional Plan/Activities</b> (Correlations)			
Chicken Soup for the Soul - read for introductions to specific lesson topics.	1-3	2,3,4,6,7,9,10,12,13,14,17,18,21,22,23	1
Role playing communication skills and anger management strategies.	1-3	7,11,12,13,22-24	1,2,4,5-8
Brainstorm student management skills.	2-3	6,7,9,12,14,16,17,18,19,20,21,23,24	1,2,3,4,7,8

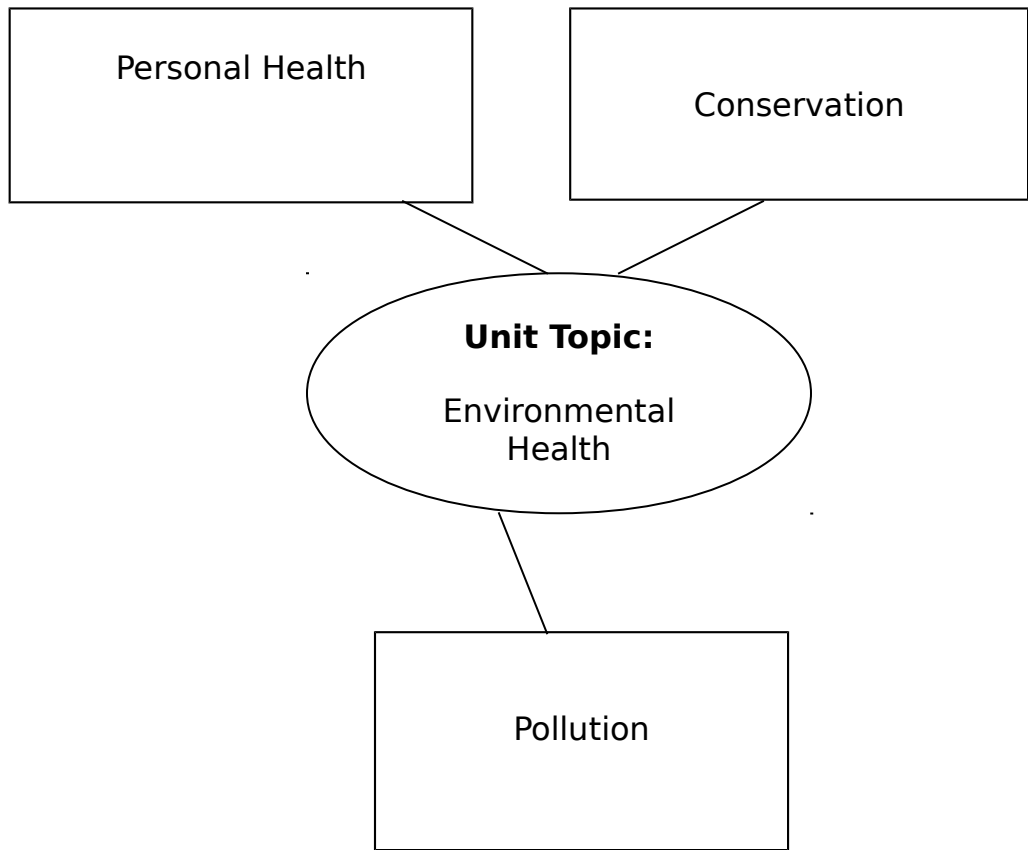
Critical Content/Concept Web

# Unit Planner

Unit Topic: Environmental Health

Conceptual Lens: Choices

Grade: 8



### Unit Overview

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Suggested Time Frame: 1 week

Vocabulary

- Environment
- Environmental Health
- Pollution (air, water, land, noise)
- Conservation
- Precycle
- Reuse
- Reduce
- Recycle



Grade: 8 Subject: Health Unit: Environmental Health Lens: Choices	
<b>Enduring Understandings</b>	<b>Guiding Questions</b>
1. The health of the environment has a direct impact on personal health.	<ol style="list-style-type: none"><li>a. What is the environment?</li><li>b. What is environmental health?</li><li>c. What are sources and causes of environmental health problems?</li><li>d. What are some ways we can protect our environment and ultimately our personal health?</li><li>e. How do environmental choices impact our personal health?</li></ol>

Grade: 8 Subject: Health Unit: Environmental Health Lens: Choices			
<b>Critical Content and Skills</b>  Assessment		<b>AC = Assessment Code:</b> <b>Q</b> - Quizzes <b>P</b> - Prompts <b>O</b> - Observations <b>WS</b> - Work Samples <b>D</b> - Dialogues <b>SA</b> - Student Self-  <b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
1. The definition of environmental health. 2. The types of pollution (air, water, land, noise). 3. Factors that contribute to different types of pollution. 4. Effects of pollution on personal health (1.1.3) <ul style="list-style-type: none"> <li>a. Air - respiratory, allergy, etc.</li> <li>b. Water - carcinogens, heavy metals, chemical pollution, pesticides, etc.</li> <li>c. Land - connection to groundwater, landfills, etc.</li> <li>d. Noise - hearing loss</li> </ul> 5. The definition of conservation: <ul style="list-style-type: none"> <li>a. Precycle</li> <li>b. Reduce</li> <li>c. Reuse</li> <li>d. Recycle</li> </ul> 6. Ways to protect our environment and ultimately our health. (1.1.3) 7. The connection between a healthy environment and personal health. (1.1.3)		<b>Practice Healthy Behaviors</b> 1. Explain the importance of assuming responsibility for personal health behaviors. 7.1.1 2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7.1.2 3. Demonstrate behaviors that avoid or reduce health risks to self and others. 7.1.3  <b>Advocacy</b> 4. State a health-enhancing position on a topic and support it with accurate information. 8.1.1 5. Work cooperatively to advocate for the health of individuals, families, schools and the community. 8.1.3	

Grade: 8 Subject: Health Unit: Environmental Health Lens: Choices			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Students create a public service announcement (PSA) to increase awareness of a local environmental issue that impacts personal health. (Commercial, flyer, pamphlet, etc.)	1	1-7	1-5
2. Students create an advocacy poster for conservation efforts within the school and/or community.	1	4-7	1-5

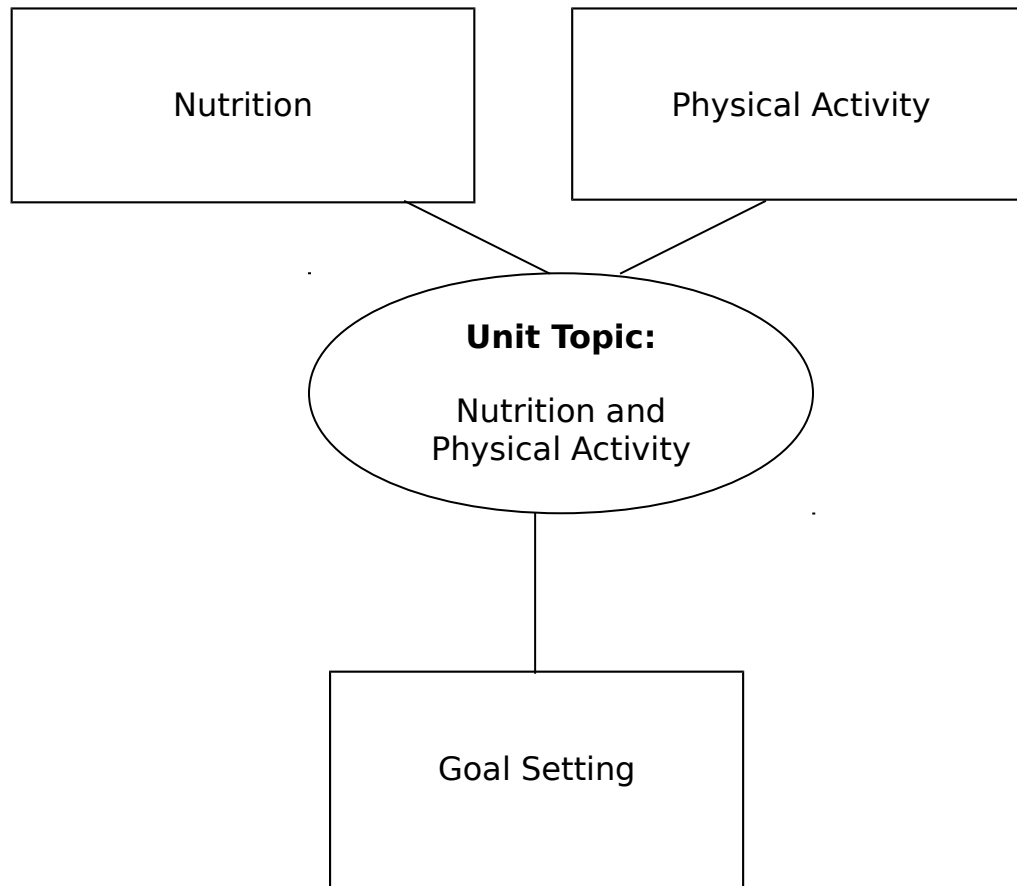
Critical Content/Concept Web

# Unit Planner

Unit Topic: Nutrition and Physical Activity

Conceptual Lens: Goal Setting

Grade: 8



## Unit Overview

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and prevent diseases. This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

Suggested Time Frame: 3 weeks

### Vocabulary

- Calorie/Energy
- Nutrient groups
- Nutrition
- Nutrient deficiency
- Nutrient density
- Body Image
- Energy Level
- Food guidance system
- Intake
- Expenditure
- Malnutrition
- Food label
- Fitness
- Food groups
- RDA -Recommended Daily Allowance
- Empty calories

Grade: 8 Subject: Health Unit: Nutrition and Physical Activity Lens: Goal Setting	
<b>Enduring Understandings</b>	<b>Guiding Questions</b>
1. Promotion of nutrition and physical activity establishes lifelong wellness.	a. How do your food choices affect your total health? (self image, energy level) b. How does the relationship between caloric intake and expenditure affect weight management? c. How can your current eating and exercise habits affect your health later in life? (prevention of disease) d. What are the food groups? e. What are the nutrient groups? Benefits? f. Which nutrients provide calories/energy? g. What information is found on a food label? h. How can you use serving size information to make good choices?

Grade: 8 Subject: Health Unit: Nutrition and Physical Activity Lens: Goal Setting			
<b>Critical Content and Skills</b>		<b>AC = Assessment Code:</b>	
Assessment		Q - Quizzes      P - Prompts O - Observations      WS - Work Samples D - Dialogues      SA - Student Self-  T - Tests	
Students will Know...	AC	Students will be able to...	AC
1. The six nutrients. 2. The relationship between nutrients, calories and energy. (1.1.1) 3. The food guidance system and its requirements. 4. The relationship between nutrition, physical activity and weight management. (1.1.1, 1.1.7) 5. The benefits and best sources of each nutrient group. (1.1.1) 6. The definition of nutrient dense foods and how to select them. 7. The benefits of an individual fitness and nutrition program. (1.1.1, 1.1.7) 8. The benefits of a collaborative fitness and nutrition program. (1.1.1, 1.1.7) 9. The benefits of goal setting in the areas of nutrition and fitness. (1.1.1) 10. The implications of food choices and physical activity on total health to include your risk of disease. (1.1.1, 1.1.7) 11. How to read a food label.		<b>Decision Making</b> 1. Distinguish when individual or collaborate decision-making is appropriate. 5.1.3 <b>Goal Setting</b> 2. Assess personal health practices. 6.1.1 3. Develop a goal to adopt, maintain, or improve a personal health practice. 6.1.2 4. Apply strategies and skills needed to attain a personal health goal. 6.1.3	

Grade: 8 Subject: Health Unit: Nutrition and Physical Activity Lens: Goal Setting			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Students create and monitor SMART goals (specific, measurable, attainable, realistic, and timely) related to nutrition and/or fitness.	1	1-11	1-4
2. Students keep a food and exercise menu/log over a set period of time to raise awareness of caloric and nutrient intake and expenditure. Possible follow-up using internet resources to evaluate results. Students reflect on results and look for possible areas for improvement.	1	1-11	1-4
3. Read, compare and evaluate food labels.	1	1,2,5,6,10,11	4

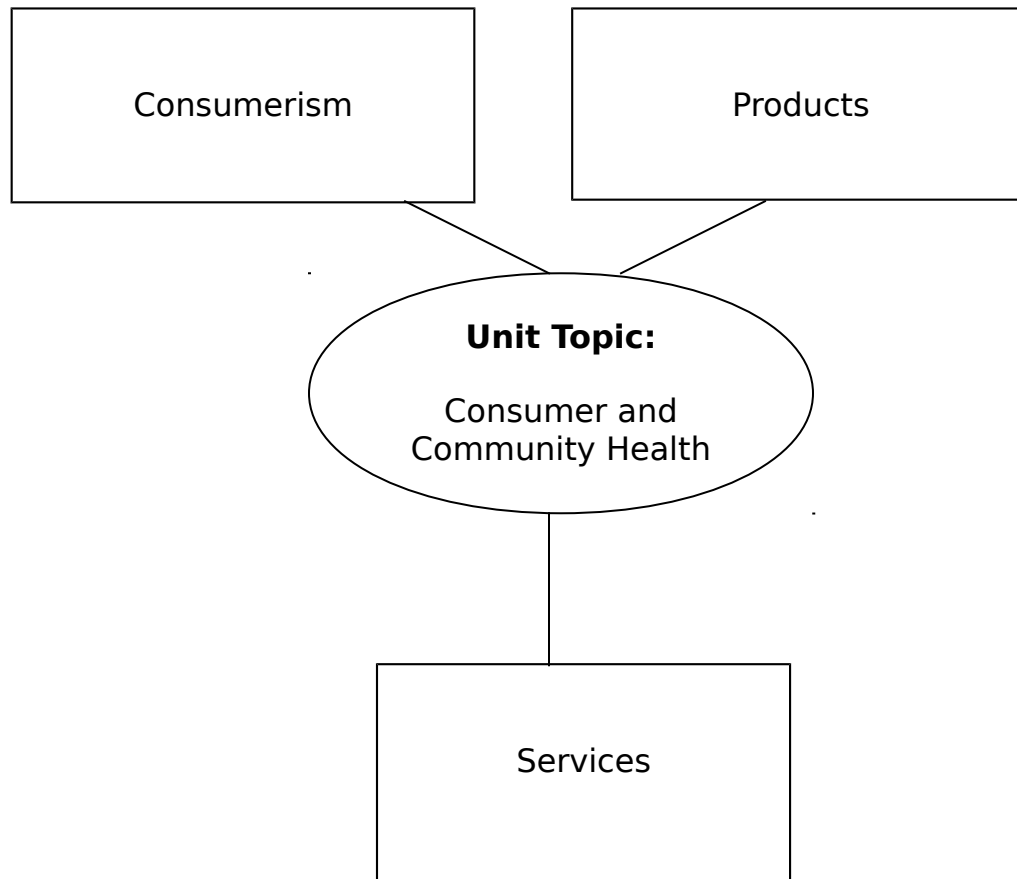
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# Unit Planner

Unit Topic: Consumer and Community Health

Conceptual Lens: Awareness

Grade: 8



### Unit Overview

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Suggested Time Frame: 1 week

#### Vocabulary

- Consumer
- Products
- Goods
- Services
- Comparison Shopping
- Warranties
- Quackery
- Fraud



Grade: 8 Subject: Health Unit: Consumer and Community Health Lens: Awareness	
<b>Enduring Understandings</b>	<b>Guiding Questions</b>
1. Being an educated consumer is important in maintaining a healthy lifestyle.	a. Who is a consumer? b. What are the skills of an informed consumer? c. What are consumer rights? d. What is comparison shopping? e. Why is a receipt important? f. What are hidden messages? g. What agencies address consumer problems and issues?
2. The ability to determine the validity and reliability of health related community products and services can impact overall health.	a. What is quackery? b. What age appropriate health products and services do you use/buy? c. What factors do you consider when making the selection or purchase?

Grade: 8 Subject: Health Unit: Consumer and Community Health Lens: Awareness			
<b>Critical Content and Skills</b> Assessment		<b>AC = Assessment Code:</b> <b>Q</b> - Quizzes <b>P</b> - Prompts <b>O</b> - Observations <b>WS</b> - Work Samples <b>D</b> - Dialogues <b>SA</b> - Student Self-  <b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
1. Consumer rights <ul style="list-style-type: none"> <li>a. Right to be heard</li> <li>b. Right to safety</li> <li>c. Right to be informed</li> <li>d. Right to choose</li> <li>e. Right to have problems corrected</li> </ul> 2. The aspects of comparison shopping: <ul style="list-style-type: none"> <li>a. Warranties</li> <li>b. Prices</li> <li>c. Name brands</li> <li>d. Impact of media</li> <li>e. Hidden messages in advertising (bait and switch, bandwagon, free rewards, etc.)</li> <li>f. Coupons</li> </ul> 3. The power of a receipt. 4. Agencies available to help the consumer (BBB, FTC, FDA, Legislators, Small Claims) 5. How to access and use health-related products and services (focus should be on age appropriate products and services). (1.1.6) 6. The definition of quackery.		<b>Analyzing Influences</b> <ol style="list-style-type: none"> <li>1. Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. 2.1.1</li> <li>2. Analyze the influence of media and technology on personal and family health. 2.1.2</li> </ol> <b>Assessing Information</b> <ol style="list-style-type: none"> <li>3. Analyze the validity of healthy information products, and services. 3.1.1</li> <li>4. Access valid health information from home, school, and community. 3.1.2</li> <li>5. Locate reliable and valid health products and services and determine accessibility. 3.1.3</li> </ol> <b>Advocacy</b> <ol style="list-style-type: none"> <li>6. Identify ways in which health messages and communication techniques can be altered for different audiences. 8.1.4</li> </ol>	

Grade: 8 Subject: Health Unit: Consumer and Community Health Lens: Awareness			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Use slogans/jingles to analyze the influence the advertisement has on consumer decisions.	1	2	2
2. Use magazine advertisements to analyze the influence the advertisement has on consumer decisions.	1	2	2
3. Students create an ad, slogan, jingle to promote a product or service.	1	2	2
4. Students use the phonebook, internet, and/or wireless applications to locate or identify specific health-related service providers (wireless applications to be used outside of the classroom only).	2	5	4,5

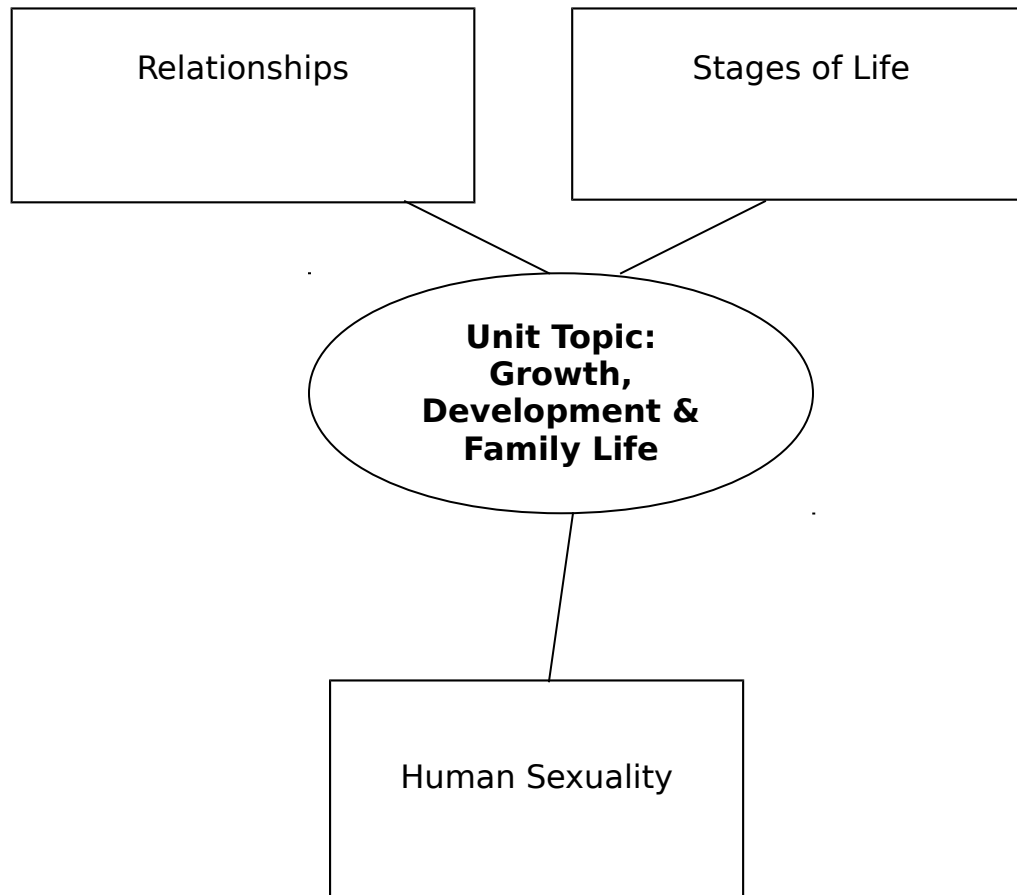
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# Unit Planner

Unit Topic: Growth, Development and Family Life

Conceptual Lens: Responsibility

Grade: 8



## Unit Overview

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases/infections including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

Suggested Time Frame: 3 weeks

Abstinence  
Peer pressure  
Respect  
Relationships  
Contraceptive  
Types of families  
Responsible  
Dating  
Prenatal  
Grief  
Ovulation  
Fertilization  
Conception

Reproduction  
Pregnancy  
Adolescence  
Puberty  
Affection

Grade: 8 Subject: Health Unit: Growth, Development and Family Life Lens: Responsibilities	
<b>Enduring Understandings</b>	<b>Guiding Questions</b>
<ol style="list-style-type: none"> <li>1. Healthy relationships support personal well-being.</li>   <li>2. Changes at each stage of life affect one's physical, mental/emotional and social wellbeing.</li>   <li>3. Understanding the reproductive system leads to informed decisions about human sexuality and disease prevention.</li> </ol>	<ol style="list-style-type: none"> <li>a. What does family mean?</li> <li>b. What are the different types of family structures?</li> <li>c. What is peer pressure?</li> <li>d. What are the three C's that maintain healthy relationships?</li> <li>e. What are some resources for relationship issues?</li> <li>f. How do you show respect?</li> <li>g. What is responsible dating?</li> <li>h. How do you show affection?</li>   <li>a. What are the stages of prenatal development?</li> <li>b. What are the stages of life?</li> <li>c. What changes occur during puberty?</li> <li>d. What are the various ways people deal with death and dying?</li>   <li>a. What are the parts of the reproductive system?</li> <li>b. What are the functions of each part of the reproductive system?</li> <li>c. What is abstinence?</li> <li>d. What are the options for preventing pregnancy?</li> <li>e. What is fertilization?</li> <li>f. What are the prenatal stages of development?</li> <li>g. How do you perform self-care checks of the physical anatomy?</li> <li>h. What is the menstrual cycle?</li> <li>i. What is ovulation?</li> </ol>

Grade: 8 Subject: Health Unit: Growth, Development and Family Life Lens: Responsibilities			
<b>Critical Content and Skills</b>  Assessment		<b>AC = Assessment Code:</b> <b>Q</b> - Quizzes <b>P</b> - Prompts <b>O</b> - Observations <b>WS</b> - Work Samples <b>D</b> - Dialogues <b>SA</b> - Student Self-  <b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
1. What constitutes a family. 2. The different types of family structure. (1.1.7) 3. The effects of peer pressure. (1.1.1, 1.1.7) 4. The physical changes that occur during childhood, adolescence and adulthood. 5. The mental/emotional changes that occur during childhood, adolescence and adulthood. 6. The social changes that occur during childhood, adolescence and adulthood. 7. The various ways people deal with death and dying. (1.1.7) 8. The three C's of healthy relationships. (1.1.7) 9. How to show respect. 10. Ways to show affection without physical contact. (1.1.1, 1.1.7) 11. Types of dating. 12. Aspects of responsible dating. (1.1.1, 1.1.7) 13. The definition of abstinence and reasons for remaining abstinent (also included in gender separate presentations). (1.1.1, 1.1.7) 14. Conception occurs as a result of fertilization. 15. Prenatal development. 16. Importance of prenatal care. (1.1.1, 1.1.7) 17. Stages of life (Erickson's stages of life). 18. Self-care/maintenance (hygiene, protective equipment, when to have a physical exam). Also included in gender separate presentations. (1.1.1, 1.1.7)		<b>Analyzing Information</b> 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.1.3 2. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.1.5 <b>Decision Making</b> 3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.1.4 4. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5 5. Choose healthy alternatives over unhealthy alternatives when making a decision. 5.1.6 6. Analyze the outcomes of a health-related decision. 5.1.7 <b>Practice Health Behaviors</b> 7. Explain the importance of assuming responsibility for personal health behaviors. 7.1.1 8. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others 7.1.2 9. Demonstrate behaviors that avoid or reduce health risks to self and others. 7.1.3	
<b>Gender Separate Presentations</b>			

<p>19.The definition of abstinence and reasons for remaining abstinent. (1.1.1, 1.1.7)</p> <p>20.The parts of the reproductive system.</p> <p>21.The functions of each part of the reproductive system.</p> <p>22.The menstrual cycle.</p> <p>23.The methods for preventing STI/STDs and pregnancy. <b>(P2 only)</b> (1.1.1, 1.1.7)</p> <p>24.Consequences of sexual activity. (1.1.1, 1.1.7)</p> <p>25.Benefits of self exams for breast and testicular cancer. (1.1.1, 1.1.7)</p> <p>26.Community resource for reproductive health (CDH, family physicians).</p> <p>27.Self-care/maintenance (hygiene, protective equipment, when to have a physical exam). (1.1.1, 1.1.7)</p> <p><b>All Levels: No discussion of abortion, intricacies of intercourse, sexual stimulation or erotic behavior. Anatomy and physiology may be taught with the use of drawings/diagrams but no models or actual photographs.</b></p> <p><b>P1: Student initiated questions of a sensitive nature such as contraceptives, masturbation, and sexual orientation will be referred home. The only contraception information is a general statement that informs students of the limited effectiveness of contraceptives in preventing pregnancy.</b></p> <p><b>P2: Student initiated questions will be answered in a factual, medically accurate, objective and developmentally appropriate manner. Methods of birth control will be discussed as they pertain to risk and effectiveness. No demonstrations will be permitted.</b></p>			
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Grade: 8 Subject: Health Unit: Growth, Development and Family Life Lens: Responsibilities			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Students generate a list of ways to show affection without physical contact. Could be an individual assignment or class discussion/brainstorm.	1	3,8,9, 10,12	1-9
2. Teachers use charts of the reproductive system. Students identify the location and function of body parts.	3	18,20,21, 22,25,27	N/A



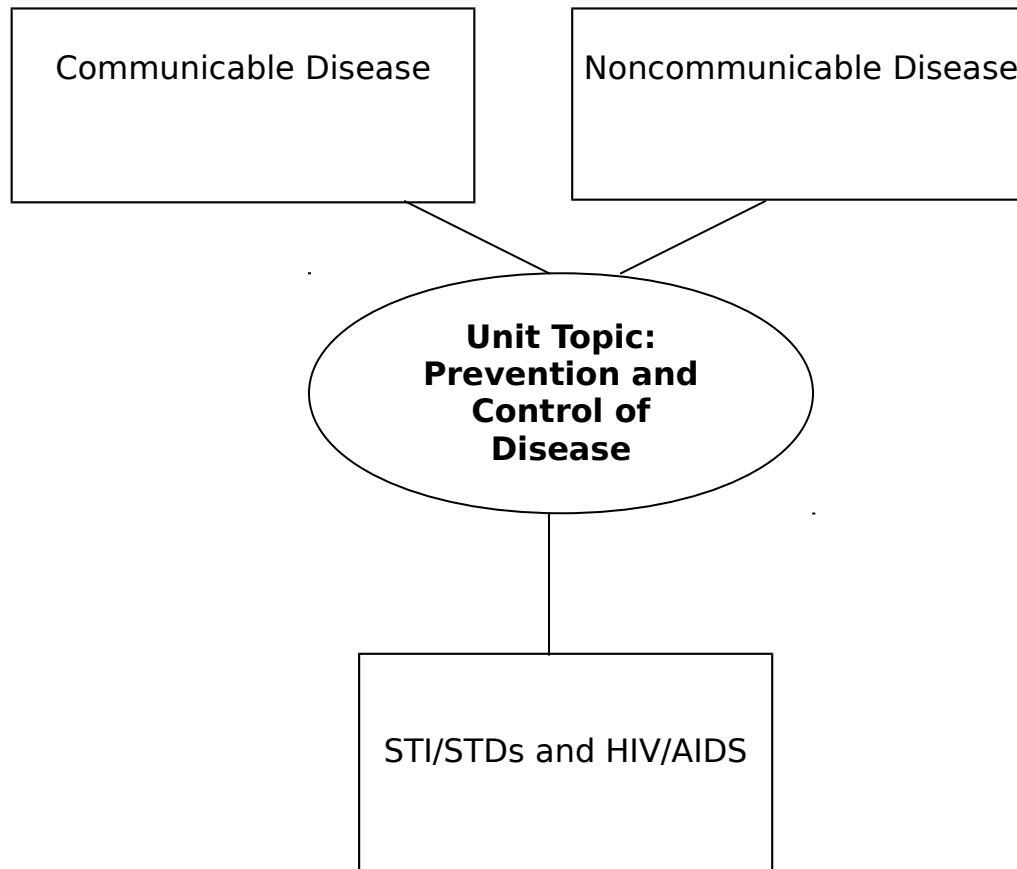
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# Unit Planner

Unit Topic: Prevention and Control of Disease

Conceptual Lens: Decision Making

Grade: 8



### Unit Overview

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Suggested Time Frame: 3 weeks

Disease  
 Communicable  
 Noncommunicable  
 Infection  
 Cardiovascular  
 disease  
 Cancer  
 Diabetes  
 Pathogens  
 Virus  
 Bacteria  
 Transmission  
 Susceptibility  
 Entry site  
 Direct contact  
 Indirect contact

Airborne  
 Vectorborne  
 STI/STD  
 HIV/AIDS  
 Vaccine  
 Resistance  
 Immunity  
 White blood  
 cells  
 Risk behaviors  
 Antibodies  
 T-cells  
 Viral load  
 Abstinence  
 Prevention

Grade: 8 Subject: Health Unit: Prevention and Control of Disease Lens: Decision Making	
<b>Enduring Understandings</b>	<b>Guiding Questions</b>
1. Choices in transmission, prevention and treatment of disease can affect personal and community health.	a. What is a disease? Infection? b. What is the difference between communicable and noncommunicable disease? c. What are prevalent noncommunicable diseases? d. What are risk factors that are within our control? e. What are risk factors that are not within our control? f. How do the three lines of the human defense system work? g. How are communicable diseases transmitted? h. How can the transmission of communicable diseases be prevented? i. What are treatment options? j. How can disease affect community health and public health policies? k. What are resources available in your community? l. What are common STD/STIs? m. What are signs and symptoms of STD/STIs and HIV/AIDS? n. What are short-term and long-term effects of STD/STIs and HIV/AIDS?

Grade: 8 Subject: Health Unit: Prevention and Control of Disease Lens: Decision Making			
<b>Critical Content and Skills</b>		<b>AC = Assessment Code:</b>	
		<b>Q</b> - Quizzes <b>O</b> - Observations <b>D</b> - Dialogues	<b>P</b> - Prompts <b>WS</b> - Work Samples <b>SA</b> - Student Self-
Assessment		<b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> <li>1. The definition of a communicable disease.</li> <li>2. Types and causes of communicable diseases.</li> <li>3. Transmission of communicable diseases. (1.1.8)</li> <li>4. The definition of noncommunicable disease.</li> <li>5. Examples of noncommunicable diseases including: cancer, cardiovascular disease and diabetes.</li> <li>6. Contributing factors of noncommunicable diseases. (1.1.4, 1.1.6)               <ol style="list-style-type: none"> <li>a. Lifestyle factors (decision making)</li> <li>b. Genetics/Hereditiy</li> <li>c. Environment</li> </ol> </li> <li>7. Factors that influence decision making (misinformation, peer pressure, family influence, media, etc.) (1.1.4)</li> <li>8. How to identify and reduce your risk for disease. (1.1.8)</li> <li>9. The body's lines of defense:               <ol style="list-style-type: none"> <li>a. Skin</li> <li>b. Bodily fluids</li> <li>c. Immune system</li> </ol> </li> <li>10. Universal precautions. (1.1.8)</li> <li>11. The purpose of vaccinations and boosters. (1.1.6, 1.1.8)</li> <li>12. How individual choices increase or decrease the spread of disease. (1.1.6, 1.1.8)</li> <li>13. Prevention and treatment of disease (Not STD/STI, HIV/AIDS). (1.1.6, 1.1.8)</li> </ol> <p><b>Gender Separate</b></p> <ol style="list-style-type: none"> <li>14. The definition of Sexually Transmitted Infections/Diseases.</li> </ol>		<p><b>Analyzing Information</b></p> <ol style="list-style-type: none"> <li>1. Explain how school and public health policies can influence health promotion and disease prevention.2.1.6</li> </ol> <p><b>Decision Making</b></p> <ol style="list-style-type: none"> <li>2. Identify circumstances that can help or hinder healthy decision-making. 5.1.1</li> <li>3. Determine when health-related situations require the application of a thoughtful decision-making process. 5.1.2</li> <li>4. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5</li> </ol>	

<p>15. The definition of HIV.  16. The definition AIDS.  17. How HIV/AIDS and STD/STIs impact our society.  18. The signs and symptoms of STD/STIs and HIV/AIDS.  19. The methods for preventing STD/STIs. <b>(P2 only)</b>  (1.1.6, 1.1.8)  20. How STD/STI and HIV/AIDS are transmitted.  (1.1.8)  21. Short-term and long-term effects of STD/STIs and HIV/AIDS. (1.1.8)  22. How local statistics compare to state and national statistics.  23. Available resources within our community (CDH, hot lines, counselors, etc.). (1.1.6)</p> <p><b>All Levels: STD/STIs may be taught with the use of drawings/diagrams but no models or actual photographs.</b></p> <p><b>P1: Discussion of homosexuality regarding HIV/AIDS will be limited to its identification as one of the high-risk behaviors. Any other questions regarding homosexuality will be referred home. Any reference to contraceptives will be a general statement informing students of their limited effectiveness in prevention of STD/STIs and HIV/AIDS.</b></p> <p><b>P2: Discussion of homosexuality in the HIV/AIDS unit will be limited to its identification as one of the high-risk behaviors. Any other questions regarding homosexuality will be answered in a factual, medically accurate, objective and developmentally appropriate manner.</b></p>			
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Grade: 8 Subject: Health Unit: Prevention and Control of Disease Lens: Decision Making			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Introduce students to the Pathogen Puzzle: Pathogen (germ), Quantity (enough of), Susceptibility (vaccination, immunity, and resistance level), Entry site (correct). All four pieces of the puzzle must be present for transmission to occur.	1	1-3,9-13, 19-20	2,3
2. The Paper Chase: Select two students. One represents HIV (that person simply writes HIV over and over and over again one time on separate pieces of paper-preferably recycled creating the viral load). The second person represents our immune system (he/she takes one clean sheet of paper and puts it in the "blood stream" - the pile of paper that HIV is drawing from, this person must also take one virus piece of paper - from HIV's viral load, tears it up and throws it away). Continue the process as fast as both can for 1 minute.	1	3,15,16,18, 21	4

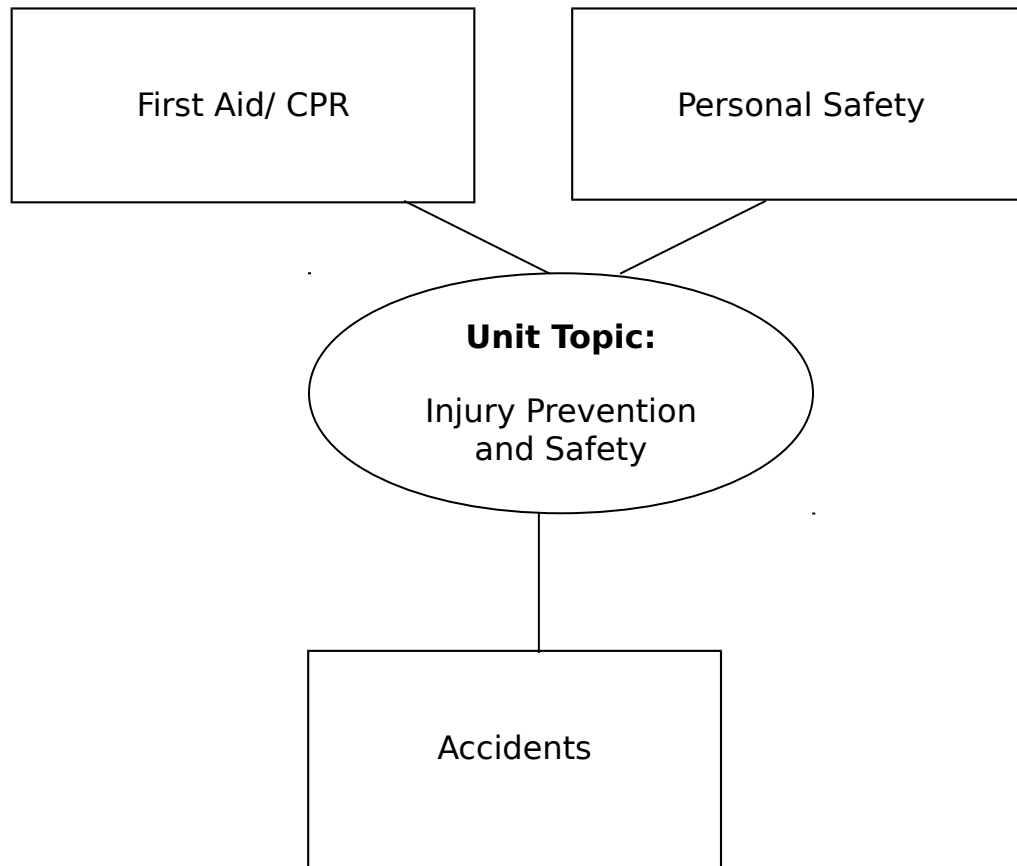
Critical Content/Concept Web

# Unit Planner

Unit Topic: Injury Prevention and Safety

Conceptual Lens: Prevention

Grade: 8



## Unit Overview

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of one's decisions will help to prevent injuries.

Suggested Time Frame: 3 weeks

### Vocabulary

- Accidents
- Violence
- Abuse
- Cycle of Abuse
- CPR
- First Aid
- Harassment
- Bullying (aggressor, victim, bystander)
- Technology Safety
- Behaviors (passive, aggressive, assertive)

Grade: 8 Subject: Health Unit: Injury Prevention and Safety Lens: Prevention	
Enduring Understandings	Guiding Questions
<ol style="list-style-type: none"> <li>1. Choices made in the area of safety can have a significant impact on overall health and wellbeing.</li>   <li>2. Violence can be reduced through the use of conflict resolution and anger management.</li>   <li>3. Awareness of abuse can help stop the cycle.</li> </ol>	<ol style="list-style-type: none"> <li>a. Why do accidents happen?</li> <li>b. How can I avoid being injured?</li> <li>c. How can I have fun with my friends and still "play it safe?"</li> <li>d. What experience have you had with a serious accident?</li> <li>e. What are the costs (monetary and personal) of accidents/injuries?</li> <li>f. How do serious accidents affect wellness?</li> <li>g. How do behaviors impact safety in daily activities?</li> <li>h. How do serious accidents affect social, emotional and physical health?</li> <li>i. How and when should you perform CPR and provide first aid?</li> <li>j. What are the correct techniques for rescue breathing?</li> <li>k. What is basic first aid?</li>   <li>a. How can you resolve conflict?</li> <li>b. What resources are available to help solve conflict?</li> <li>c. What are some anger management strategies? (Review from MES)</li>   <li>a. What is abuse?</li> <li>b. How can you help a friend who is in an abusive situation?</li> <li>c. How do you report abuse?</li> <li>d. What constitutes sexual harassment?</li> <li>e. What resources are available to help deal with abuse?</li> </ol>

Grade: 8 Subject: Health Unit: Injury Prevention and Safety Lens: Prevention			
<b>Critical Content and Skills</b>  Assessment		<b>AC = Assessment Code:</b> <b>Q</b> - Quizzes <b>P</b> - Prompts <b>O</b> - Observations <b>WS</b> - Work Samples <b>D</b> - Dialogues <b>SA</b> - Student Self-  <b>T</b> - Tests	
Students will Know...	AC	Students will be able to...	AC
<ol style="list-style-type: none"> <li>1. Potential unsafe situations: gun safety, water safety, fire safety, outdoor safety, weather, sport safety, natural disasters, car safety (1.1.5, 1.1.8)</li> <li>2. Accidents are a major cause of injury and death among young people. (1.1.5, 1.1.8)</li> <li>3. How safety issues can impact daily living. (1.1.8)</li> <li>4. The effects of accidents on the health triangle.</li> <li>5. How to reduce their risk of injury. (1.1.5)</li> <li>6. Correct application of first aid techniques.</li> <li>7. Correct techniques for rescue breathing and CPR.</li> <li>8. The different types of abuse (physical, mental/emotional, sexual, neglect).</li> <li>9. Risk factors for violence. (1.1.5, 1.1.8)</li> <li>10. The benefit of conflict resolution and anger management in preventing violence. (1.1.5, 1.1.8)</li> <li>11. Appropriate procedures for helping a victim of abuse.</li> <li>12. Examples of sexual harassment.</li> <li>13. How to report abusive situations. (1.1.5)</li> <li>14. Available resources in school and community.</li> <li>15. How to break the cycle of abuse. (1.1.5)</li> <li>16. Technology safety (internet, computer, phone, etc.) (1.1.5, 1.1.8)</li> <li>17. Aspects of bullying behavior (aggressor, victim, bystander, reporting, etc.) (1.1.5, 1.1.8)</li> </ol>		<p><b>Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate refusal and negotiation skills that avoid or reduce health risks. 4.1.2</li> <li>2. Demonstrate effective conflict management or resolution strategies. 4.1.3</li> <li>3. Demonstrate how to ask for assistance to enhance the health of self and others. 4.1.4</li> </ol> <p><b>Decision Making</b></p> <ol style="list-style-type: none"> <li>4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.1.4</li> <li>5. Predict the potential short-term and long-term impact of each alternative on self and others. 5.1.5</li> <li>6. Choose healthy alternatives over unhealthy alternatives when making a decision. 5.1.6</li> <li>7. Analyze the outcomes of a health-related decision. 5.1.7</li> </ol> <p><b>Practice Healthy Behaviors</b></p> <ol style="list-style-type: none"> <li>8. Demonstrate behaviors that avoid or reduce health risks to self and others. 7.1.3</li> </ol>	



Grade: 8 Subject: Health Unit: Injury Prevention and Safety Lens: Prevention			
<b>Instructional Plan/Activities</b> (Correlations)			
1. Students raise awareness of potentially unsafe situations through a variety of media outlets (poster, pamphlet, announcement, commercial, ppt, etc.)	1	1-5	4-8
2. Students practice proper first aid techniques for a variety of scenarios.	1	6,7	8
3. Use current events related to accident prevention.	1	1-5	4,5
4. Role-play situations that could put you at risk for violence.	2,3	8-13, 15	1-3

**IDAHO CONTENT STANDARDS  
HEALTH EDUCATION  
Grades 6-8**

**Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for Grades 6-8 are defined below:

**Alcohol, Tobacco & Other Drugs**

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

**Nutrition & Physical Activity**

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and preventable diseases.

This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

**Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of ones decisions will help to prevent injuries.

**Mental, Emotional & Social Health**

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

**Prevention & Control of Disease**

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-

communicable diseases, include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

### **Consumer & Community Health**

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

### **Growth, Development & Family Life**

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

\*Reference to Idaho Education Code Title 33, Chapter 16: Sections 1608-1611

### **Environmental Health**

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

**Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.**

### **Grade 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.

- 6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment affects personal health.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote personal health.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

## **Standard 2: Analyzing Influences**

**Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

### **Grade 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.
- 6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

## **Standard 3: Accessing Information**

**Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.**

### **Grade 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information from home, school, and community.

- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.  
 6-8.H.3.1.4 Describe situations that may require professional health services.

#### **Standard 4: Interpersonal Communication**

**Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

##### **Grade 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.  
 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.  
 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.  
 6-8.H.4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.

#### **Standard 5: Decision Making**

**Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.**

##### **Grade 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.  
 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.  
 6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.  
 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.  
 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.  
 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.  
 6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

#### **Standard 6: Goal Setting**

**Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.**

##### **Grades 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.6.1.1 Assess personal health practices.
- 6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

### **Standard 7: Practice Healthy Behavior**

**Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

#### **Grades 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.
- 6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

### **Standard 8: Advocacy**

**Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.**

#### **Grades 6-8 Objectives**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.
- 6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.
- 6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.
- 6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.